

# BEHAVIOUR MANAGEMENT POLICY



## RATIONALE:

At St Joseph's School we are committed to the following:

- ❑ Building positive relationships in a climate of mutual respect, founded on our School Vision and Mission Statement. Teachers acknowledge that they lead by example and that all in the school community are appreciated and valued for their uniqueness.
- ❑ Respecting and valuing the individual differences and backgrounds of all members of our school community in maintaining and developing positive relationships in our school community.
- ❑ The development and implementation of this policy statement is the most beneficial and effective process in building a strong partnership between the school, parents, caregivers and the parish community.
- ❑ Fostering a safe and inclusive environment that recognises the social, emotional, and spiritual wellbeing of all students, informed by restorative practices and care for each child's wellbeing.

## AIMS:

All who are part of our school community have a responsibility to provide opportunities that will contribute towards a positive, safe and enthusiastic learning environment. Our school community seeks to develop & support our students to become responsible, compassionate, and resilient members of the community.

This policy aims to provide guidance & affirmation for students and, in equal measure, effective support for all staff to ensure that the policy objectives can be achieved, & the school community atmosphere maintained.

## IMPLEMENTATION:

The implementation of this policy is based on a proactive approach, which is achieved through positive reinforcement & an awareness of the needs of each individual, and a spirit of forgiveness.

At St Joseph's, we believe corporal punishment and ridicule are demeaning and will not be used in any form. All behaviour management strategies employed under this policy seek to support the individual student's needs.

### **The Staff of St. Joseph's agrees to follow these protocols:**

- ❑ Acknowledge shared responsibility for all students.
- ❑ Discuss and expect that school expectations are known, communicated, and followed. Establish clearly, the rights, expectations and responsibilities of all.
- ❑ Intentionally minimise embarrassment and hostility and be aware of the needs of individuals. Maximise students' ownership of their behaviour by coaching them towards positive choices through a restorative approach that follows the reteach, reflect, and restore model.
- ❑ Be aware that *teachers' expectations must* be consistent to foster a positive classroom and school environment.

- Maintain impartiality.
- “Follow up and follow through” on behaviour matters must be adhered to by all staff in order to support one another.
- Utilise support of the wider community such as School Leadership, Parents, School Chaplain, and Professional Organisations.

# CLASSROOM BEHAVIOUR MANAGEMENT



## St Joseph's Primary School

### Fundamental Beliefs:

- All people should be treated with respect and in a fair and just manner.
- Actions are related to behaviour, not to the child.
- Corporal punishment is prohibited as a means of managing behaviour
- Consistent behaviour monitoring and documenting is required to meet needs and observe developing patterns.
- Adult in supervision will be guided by current guidelines
- Students are encouraged to make safe, positive choices. Behaviour expectations will be co-constructed with teachers and students.
- Behaviour Management is a co-responsibility fostered through consistent practice.

### Implementation:

When a child disregards or chooses to act in disaccord with School or Class Expectations, the following sequenced consequences should be applied. Teachers determine the starting point dependent on the nature and severity of the behaviour.

**Level 1 Behaviour: Minor Breach of Expectations** (not following instructions, off-task behaviour, low-level disruption, minor disrespect.)

#### 1. Warnings - Verbal / Visual:

Teachers will give the child a verbal or visual prompt that relates to visibly displayed Classroom/School Expectations in order to remind the child of the expectations.

#### 2. Timeout within the classroom

(Approx. 10 mins): After three warnings, a suitable space is chosen within the classroom that allows the child some time to consider behaviour and a more appropriate outcome in the future

#### 3. Buddy Class Time Out

(Approx. 10 – 20 mins): If a student's behaviour continues after a class timeout, or in the case of a serious breach, they will be accompanied to a buddy class timeout. This applies to repeat Step 2 offences or significant breaches of Classroom/School Expectations. Each teacher is assigned a Buddy Class, organised at the start of the school year.

#### *Buddy Classes*

Kindergarten – Stage 1

Stage 1 – Stage 2

## Stage 2 – Stage 3

### Stage 3 - Kindergarten

Using a Step 3 Reflection Sheet (Appendix 1, pg.8), the child goes to their Buddy Class via the Front Office to notify the Principal. Where possible the teacher aide reflects with the student about their behaviour while they are in Buddy Class.

After approximately 15 minutes, the child returns to class with their Reflection Sheet. The Principal or Leadership will touch base with the student at the next available break. The Class Teacher retains the slip for their own record & files the reflection slip. The Class teacher records the incident on Compass (Minor Behaviour Incident).

**Level 2 Behaviour Serious Breach of Expectations** (swearing, deliberate hands on, continual disrespect to a student/teacher, major inappropriate classroom behaviour after a buddy class timeout, continued Level 1 behaviours)

#### 4. Office Timeout & communication with Parents

The student will be accompanied & sent to the Assistant Principal/Principal for the remainder of the Class session and the next lunch/recess break for repeat offences of Step 1 or **severe breach of School/Classroom Expectations**.

The Class teacher must communicate to a member of the Leadership about why the student is being sent for Office Time Out. Leadership will discuss with the incident or repeated behaviours with the student. Negotiation between the Class Teacher and Leadership may be required and a discussion between teacher and student may be held to repair relationships and reinforce behaviour expectations

The Class teacher will send a note, email or call home about the incident, which needs to be recorded into Compass. During Office Timeout, students will complete a Step 4 Reflection Sheet & a copy of this must be uploaded in Compass as an attachment to the major behaviour incident chronicle. Further in-school consequences may occur depending on the severity of the inappropriate behaviour. Leadership are to be updated following communication home & consequences given.

**Level 3 Behaviour Severe breach of Expectations** (repeated breach of expectations, aggressive or dangerous behaviour, damage to property, drug related, leaving school grounds unsupervised.)

#### 5. In-School Suspension

All chronic or serious Level 3 behavioural concerns will receive an In-School Suspension. This is initiated by the Principal or Assistant Principal in negotiation with the Teacher and Parents as a result of a Level 3 Behaviour with referral to St Joseph's Primary School Suspension & Exclusion Policy. During Office Timeout, students will complete a Step 4 Reflection Sheet & a copy of this must be uploaded in Compass as an attachment to the major behaviour incident chronicle. The suspension is recorded in Compass. When a Level Three misdemeanour occurs, followed by a suspension or exclusion, the student and their parents must attend a re-entry meeting to decide whether inclusion back into the school community can occur.

#### 6. Behaviour Management & Re-entry Meeting

All chronic or severe Level 3 behavioural concerns will require a Behaviour Management Plan (B.M.P) & RAMP. A Meeting will include some/all of the following: the Parent, Classroom Teacher, Leadership and Member of the Additional Needs team. A Behaviour Management Plan is given to Teachers, Assistants & Parents, and one copy is kept in the General Student Record Card.

#### 7. Out-of-school suspension

(See Suspension & Expulsion of Student Policy)

**Reviewed: September 2025**  
**Ratified: September 2025**  
**Next Review: September 2026**

# PLAYGROUND BEHAVIOUR MANAGEMENT



## St Joseph's Primary School

### Fundamental Beliefs:

- All people should be treated with respect and in a fair and just manner.
- Actions are related to behaviour not to the child.
- Corporal punishment is prohibited as a means of managing behaviour
- Consistent behaviour monitoring is required to meet needs and observe developing patterns.
- Adult in supervision will be guided by legislation
- Students are encouraged to make safe, positive choices.
- Behaviour Management is a co-responsibility fostered through consistent practice.

### Implementation:

When a child disregards or chooses to act in disaccord with School or Playground Expectations, the following sequenced consequences should be applied. Teachers determine the starting point dependent on the nature and severity of the behaviour.

**Level 1 Behaviour:** (unable to follow teacher instructions, minor hands-on, no hat on whilst play outside, running on concrete, out of bounds, disrespect to student/s)

#### 1. Warnings - Verbal / Visual:

Teachers will give the child a verbal or visual prompt that relates to visible Classroom/School Expectations in order to remind the child of the expectations.

#### 2. Timeout within the playground

(Approx. 5 - 10 mins): A suitable space is chosen within the shelter that allows the child some time to consider behaviour and a more appropriate outcome in the future.

#### 3. Finishing Classroom work Timeout

Students involved in repeated Level 1 Classroom Behaviours may result in a Playground timeout to finish any required classroom work. This form of timeout will take place in the library, under the shelter or in the classroom under the supervision of a staff member. The classroom teacher will advise the teacher on duty of the timeout details. Students will perform this timeout following the 'eating' break. Under no circumstances may a child perform a 'class work' timeout without the supervision of a staff member.

**Level 2 Behaviour** (repeated Level 1 offences, swearing, physical altercation, continual disrespect to a student/teacher, major inappropriate playground behaviour)

#### 4. Office Timeout & communication Home to Parents

When an incident is reported, the Teacher on Duty investigates the matter. If it is not resolved by the end of play, the Teacher on Duty refers it to a member of the Leadership Team for follow-up and notifies the classroom teacher. A member of Leadership will then discuss the incident with the student/s and support them in completing a reflection sheet.

The incident is recorded as a Compass Behaviour Chronicle by the Teacher on Duty, with the reflection form attached by Leadership.

An Office Timeout will result in parents being informed of the behaviour. This supports a collaborative

approach between home and school. The communication will come from either the Teacher on Duty or Leadership, depending on the severity. Further in-school consequences may also apply, based on the seriousness of the behaviour.

In the case of a severe breach of school expectations, the student will be accompanied by a senior student to the Office for the remainder of the playground break and the next available lunch/recess break.

**Level 3 Behaviour** (repeated Level 2 Offences, aggressive or dangerous behaviour, drug-related, sexual harassment, risk of injury, malicious waste or abuse of school materials)

#### 5. Behaviour Management Meeting

All chronic or serious Level 3 behavioural concerns will require a Behaviour Management Plan (B.M.P). A Meeting will include some/all of the following: the Parent, Classroom Teacher, Executive and Member of Additional Needs team. A Behaviour Management Plan is given to Teachers, Assistants & Parents, and one copy is kept on student file in COMPASS.

#### 6. In-School Suspension

This is initiated by the Principal or Assistant Principal in negotiation with the Teacher and Parents as a result of a Level 3 Behaviour with referral to St Joseph's Primary School Suspension & Exclusion Policy. When a Level Three misdemeanour occurs, followed by a suspension or exclusion, the student and their parents must attend a re-entry meeting to decide whether inclusion back into the school community can occur.

#### 7. Out-of-school suspension

(See Suspension & Expulsion of Student Policy)

**Reviewed: September 2025**  
**Ratified: September 2025**  
**Next Review: September 2026**

# SUSPENSION & EXPULSION POLICY



## St Joseph's Primary School

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students in the class.

Suspension will occur after the Principal has:

- ensured that appropriate school student welfare strategies and discipline options have been applied and documented
- ensured appropriate support personnel are available within the school system and externally have been involved
- ensured discussion has occurred with the student and parent(s)/carer(s) regarding specific misbehaviour that the school considers unacceptable and which may lead to suspension developed, in conjunction with appropriate school personnel
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and recorded all actions taken.

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to, but not limited to, reasons such as the safety of students or staff or the student displaying Level 3 Behaviours (See Behaviour Management Policy).

After an out-of-school suspension, the Principal and appropriate school personnel, parents and child will meet to discuss re-entry. A re-entry contract will be written to support the student in altering their future behaviour.

### Short or 'In-School' Suspension

In circumstances where measures detailed in Level 1 or 2 Behavioural Steps above have been unsuccessful in resolving the behaviour, the Principal may impose a short suspension of up to and including three school days. The Principal may also impose an in-school suspension if a student displays Level 3 Behaviours. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

**1. Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school.

**2. Aggressive Behaviour.** This includes, but is not limited to, hostile behaviour directed toward students, members of staff or other persons, including verbal abuse and abuse transmitted electronically, such as by email.

A formal disciplinary interview must be held with the student before deciding to suspend. The Principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given

the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. If available, a parent or carer will be present during the interview.

The Principal must convene a suspension resolution meeting at the earliest opportunity. The Principal, in conjunction with the parent(s) or carer(s), should utilise the school, diocesan and other available resources in seeking a means of assisting the student in modifying his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting.

If behaviour management programs and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions or longer suspensions must be considered. Each case will be different, and the action needs to be appropriate to the case's individual circumstances.

The principal must ensure that the suspension is recorded in the student's file and that all relevant documentation is retained on a file at the school.

### **Long or 'Out of School' Suspension**

If short In-school suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long or out-of-school suspension, the principal may impose a long suspension of up to and including ten school days. A suspension of 10 days or more is considered exceptional and can only be determined by the Principal after consultation with the Director of Schools. In determining if a student's behaviour is serious enough to warrant a long suspension, the Principal must consider the following:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Subject to the factors outlined above, the Principal will impose a long 'out of school' suspension for:

- **Physical Violence:** Which results in pain or injury or which seriously interferes with the safety and well-being of other students and staff.
- **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in dot point 2 above) in a way that seriously interferes with the safety and wellbeing of another person. This includes an offensive implement which is anything made or adapted for use to cause injury to a person.
- **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community) or against the property or person of a fellow student or staff member on or outside school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent Misbehaviour:** Including repeated refusal to follow the school discipline code; Making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

The Parish Priest & Schools Service Consultant must be advised of the suspension, including its probable duration, within two school days of being imposed.

A formal disciplinary interview must be held with the student before deciding to suspend. The Principal should ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). A parent or carer is to be present at the meeting. The key features of the interview should be taken down in writing. A work program should be



provided for the duration of the suspension.

The Principal should utilise the school, the Catholic Schools Office and other available resources in seeking a means of returning the student to school following the suspension. The aim is to minimise the number of days each student is suspended.

The Principal must convene a suspension resolution meeting at the earliest opportunity. Any advice from the Leadership Team and Regional Service Leader should be considered in resolving the suspension.

The principal will not impose any more than two long suspensions on an individual student in any twelve-month period without the approval of the Parish Priest.

If, after two out-of-school/long suspensions, the matter has not been resolved, other strategies must be considered, including alternative educational placements and expulsion from the school.

The Principal will ensure that the suspension is recorded in the Student's file and that all relevant documentation is retained on file at the school. In case of long-term suspensions over three days, the CSO Audit and Compliance Officer should be notified using the appropriate form.

### **Deciding on, Notifying and Resolving a Suspension**

The following steps relate to both short and long suspensions.

#### **Decision**

- The Principal must take the decision to suspend, or in the Principal's absence, the person performing the Principal's role (Acting Principal).
- The Principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before making a decision to suspend. Where long suspension is being considered, the student's parents/carers are to be present at the formal disciplinary interview.

#### **Notification**

A student will not be sent out of the school before the end of the school day without notification being made to their parent(s) or carer(s) and, if necessary, the agreement reached about arrangements for the collection of the child from school. The Principal must ensure adequate supervision is provided at school until those arrangements are made.

Notification of suspension must be made to the parent(s) or carer(s) in writing within 24 hours following immediate verbal notification.

In all cases, the notification must include the following:

1. notice of the suspension
2. the date and probable duration of the suspension
3. the specific reasons for the suspension
4. the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
5. the importance of parent(s) or carer(s) assistance in resolving the matter
6. parent(s) or carer(s) responsible for the care and safety of the student while under suspension and the clear expectation that the student should not be on school grounds without the permission of the Principal

## **Resolution**

- The Principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parent(s) or carer(s), to discuss the basis on which the suspension will be resolved.
- In the case of a long suspension, a suspension resolution meeting must be convened at the earliest opportunity. The recommendations of the school Principal and delegated staff should be discussed. Referral to a counsellor must be considered if this has yet to occur.
- The Principal must ensure that the suspension is recorded in the Student's file and that all relevant documentation is retained on a file at the school.

A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parent(s) or carer(s).

## **Expulsion from School.**

### **General Principles**

In serious circumstances of misbehaviour, the Principal may expel a student of any age from the school. No Student is to be expelled from a parish school except by the authority of the Director of Catholic Schools. Throughout the process, the Principal will keep the Parish priest and the parents of the student well informed. All steps of the process must be documented. Expulsion will only ever be a last resort, after all other supports and strategies have been used.

### **Expulsion from School for Misbehaviour**

When considering expelling a student for misbehaviour, the Principal must:

- ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
- convene a formal disciplinary interview with the student. The Principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). A parent or carer is to be present at the meeting. The key features of the interview should be taken down in writing
- notify the student and the parent(s) or carer(s) that expulsion from the school is being considered, giving reasons for the possible action. An approved letter is included in Attachment Four.
- provide the parent(s) or carer(s) with a copy of all documentation on which the consideration of expulsion is based.

In most cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school-day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed.

## **Attachment One**

### **Definitions and Terms**

#### **Suspension**

Suspension is the removal of a student from a school for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parent(s) or carer(s) are responsible for students' supervision, care and well-being while suspended.

#### **Short Suspension**

Short suspension is the temporary removal of a student from a school following a decision by the principal for a period not exceeding three school days. This suspension may be in-school or out of school.

#### **Long Suspension**

Long suspension is the temporary removal of a student from a school following a decision by the principal or acting principal for a period not exceeding ten school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour.

#### **Expulsion**

Expulsion is the permanent removal of a student from a school.

[Link to DLCS Suspension, Expulsion and Exclusion Policy](#)

[Link to Behaviour Management Visual](#)